

Class and Lecturer Information

Days and Times: Mondays 3:30 pm – 5:30 pm, Wednesday 1:30 pm – 2:30 pm

Tuesdays 8:00 am – 10:00 pm, Fridays 11:15am – 12:15 pm

Lecturers: Mrs. A. Reid, Mrs. R. Brown, Mrs. R. Smith, Ms. N. McKenzie,
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Reading Resources

1. Hardin, Carlette.J.,2008, Effective Classroom Management, Upper Saddle River
2. Marzano, R.J,&Marzano,J.S., 2003, Classroom Management that Work
3. Matalon,B.2008 Classroom and Behaviour Management, Chalkboard Press
4. Snowman, Jack & Biehler, Robert., 2003, Psychology Applied to Teaching, Houghton Mifflin
5. Vaughn, Sharon,2010,Teaching Exceptional, Diverse and at Risk Students, New Jersey, Prentice Hall
6. Wong and Wong, 2009, The First Days of School: How to be an Effective Teacher, Harry K. Wong Publications

Course Description

This course seeks to develop student teachers' skills, competence, professionalism in the management of today's classroom, using a situated and constructivist learning approach. It comprises five (5) units and is expected to be presented over the semester of fifteen (15) weeks.

Instructional Processes

Discussions	Journaling
Research	Presentations from resource persons
Observation	Article reviews
Demonstrations	Dramatization/role play
Debates	Case studies
Oral presentations	Cooperative Learning Strategies

Class Policy Goals and Expectations

As facilitators it is important that we model the environment we expect our students to create therefore our practice must be informed by our philosophy, our vision and our understanding of the theoretical framework which guides the process of classroom management. It is important that student teachers develop an appreciation for the diversity which exists in their context and that classroom management is not "a one size fits all approach". Each person therefore has to develop an approach to management which is informed by psychological and management theories and models which empower learners. Each facilitator should ensure that each class experiences a model environment which is physically and psychologically safe and guided by acceptable management principles so that theory and practice are integrated and meaningful. At the end of the course students should be able to develop a classroom management plan which is guided by the theories and models explored.

Summary of Content

Unit 1: **Introduction to the Principles of Classroom Management**

Unit 2: **Theories of Development and Learning Applied to Classroom Management**

Unit 3: **Managing Behaviours in the Classroom: The Teacher as a Classroom Manager**

Unit 4: **Approaches and Models of Classroom Behaviour Management**

Unit 5: **The Classroom Teacher as an Administrator**

Unit 1: Introduction to the Principles of Classroom Management

Specific Objectives

Student should be able to:

1. Create definitions of classroom management as guided by their philosophy of teaching and learning
2. Describe the roles of the effective classroom manager.
3. Describe three approaches to classroom management.
4. Develop strategies to foster positive relationships and classroom climate for teaching and learning.
5. Through discussion and case study, demonstrate strategies to manage:
 - a) student-teacher relationships
 - b) home-school relationships
 - c) student-student relationships
 - d) teacher-teacher relationships.
6. Critically analyze external and internal factors that affect student' behaviours.

Unit 2: Theories of Development and Learning applied to Classroom Management

Specific Objectives

Student should be able to:

1. Apply theories of development and learning in effectively addressing students' behaviours in the teaching learning environment.
2. Implement classroom management practices which provide opportunities for addressing issues in the classroom.
4. Describe the type of classroom environment that is conducive to effective teaching and learning.
5. List 6 – 8 needs of the teacher/classroom manager, highlighting implications for the teaching and management roles.
7. Evaluate classroom management practices observed.
8. Explain the Education Regulations with respect to its influence on teacher behavior and classroom management practices.

Unit 3: Managing Behaviours in the Classroom: The Teacher as a Classroom Manager

Specific Objectives

Student should be able to:

1. Examine the significance of the dimensions of classroom management for improving students’ performance
2. Apply ethical and professional behavior in the management of classroom
3. Effectively use a variety of strategies to manage behavior.

Unit 4: Approaches and Models of Classroom Behaviour Management

Specific Objectives

Students should be able to:

1. Identify possible reasons for students’ misdemeanors in the classroom
2. Analyse the beliefs and practices of classroom management approaches/models.
3. Apply the principles of classroom management to real classroom situations.
4. Through role-play, discussion and debates, apply principles of behavior management in the classroom setting.

Unit 5: The Classroom Teacher as an Administrator

Specific Objectives

Students should be able to:

1. Evaluate the clerical managerial functions of teachers
2. Outline models of time tabling, lesson evaluation, record keeping
3. Describe administrative functions of teachers

Topic Schedule and Reading Assignments

Topic Schedule and Reading Assignments

Dates	Topics
Weeks 1 - 2	<ul style="list-style-type: none"> • Introduction and Overview of the course • Overview of Assessment tasks • Discussion describing “Who I am as a classroom manager”...exploration of the effective classroom manager • Student created definitions of classroom management • Exploring formal definitions of classroom management

	<ul style="list-style-type: none"> • Creating a learner profile. • Setting and implementing rules • Analysis of the relationship between philosophical orientation, and classroom management and mode of instruction. Teacher centered versus learner centered, Proactive versus Reactive. The collaborative model.
<p>Weeks 3 - 4</p>	<ul style="list-style-type: none"> • Understanding the relevant concept of the learning environment: physical, psychosocial and academic • Key components of the classroom learning environment and the ideas related to each: <ul style="list-style-type: none"> Physical (space, ambiance and organization) Psychosocial (relationship, climate, emotional safety) Academic (relevance, classroom culture, social curriculum) Socio-political and sociocultural factors, technology, media • Development of strategies to foster positive classroom climate • Aspects of the classroom to be managed: time, space, instruction, behavior • Exploration of management functions: planning, controlling, organizing, setting and implementing rules/regulations, monitoring learning • Examination/Analysis of external and internal factors that affect the behaviours of students and their impact on teaching and learning • Exploration of management skills: conceptual, motivational, human relations/interpersonal skills
<p>Weeks 5 - 6</p>	<p style="text-align: center;">Theories of Development Applied to Classroom Management</p> <p>Cognitive: Jean Piaget and Lev Vygotsky</p> <p>Constructivism: John Dewey</p> <p>Behaviourism: Ivan Pavlov</p> <p>Social/Humanistic: Albert Bandura and Abraham Maslow</p> <p>Instructional Planning: Jerome Bruner and David Ausubel</p>

<p>Weeks 7 - 8</p>	<ul style="list-style-type: none"> ✓ Exploration of some approaches to Classroom management ✓ Classroom Management as a discipline ✓ Classroom Management as instruction ✓ Classroom Management as a system <p>Theories of Classroom Discipline</p> <ul style="list-style-type: none"> ✓ Assertive Discipline – Canter and Canter ✓ Logical Consequences – Rudolf Dreikurs’ ✓ Behaviour Modification – B.F. Skinner ✓ William Glasser’s Reality Therapy – Non Coercive Discipline
<p>Week 9 -10</p>	<p>The teachers’ management role (three dimensional)</p> <ul style="list-style-type: none"> • Content/Instructional Management • Context Management • Classroom Management and the evaluation process • Strategies for the management of behaviours: shaping, token economy, time out
<p>Week 11</p>	<ul style="list-style-type: none"> • Group presentations for assignment two
<p>Week 12</p>	<p>The professional behaviour of the teacher</p> <p>The Code of Ethics (principles 1 and 2)</p> <p>How adhering to the code of ethics will help to foster the social curriculum as well as positive classroom climate, resulting in better discipline</p> <p>The Regulation Code (sections related to student discipline and management)</p> <p>The teacher’s need and self-understanding</p> <p>Functions of teachers – clerical administrators</p> <ul style="list-style-type: none"> ✓ Time table management ✓ Recording students’ progress (MOE standardized tests: grades 1, 3, 4, 6, CSEC, CAPE) ✓ Educational Administration (record keeping only)

	<ul style="list-style-type: none"> ✓ Record keeping for classes ○ Definition of stress ○ Why manage stress? ○ Some causes of stress in the classroom/school setting <p>Managing stress in classroom/school setting</p>
Week 13	Course Summation

Assignments

Movie Review	40 %
Oral Presentation	20%
Examination	40%

Evaluation

Course Evaluation Weighting

Assessment Components	Weighting
1. Movie Review	40 %
2. Oral Presentation	20 %
3. Examination	40 %
